

DIVING INTO DEC RECOMMENDED PRACTICES



ENVIRONMENT

E3: PRACTITIONERS WORK WITH THE FAMILY AND OTHER ADULTS TO MODIFY AND ADAPT THE PHYSICAL, SOCIAL, AND TEMPORAL ENVIRONMENTS TO PROMOTE EACH CHILD'S ACCESS TO AND PARTICIPATION IN LEARNING EXPERIENCES.



BREAKING IT DOWN



CHILDREN LEARN BEST BY BEING ACTIVE PARTICIPANTS WITHIN THEIR EVERYDAY ENVIRONMENT! PRACTITIONERS MUST ENSURE THAT ALL CHILDREN CAN ACCESS MATERIALS AND ACTIVITIES WITHIN THEIR DAILY ENVIRONMENTS. THIS WILL PROVIDE MORE OPPORTUNITIES FOR CHILDREN TO ACTIVELY PARTICIPATE IN EVERYDAY LEARNING ACTIVITIES AND, IN TURN, MORE OPPORTUNITIES TO PRACTICE EXISTING SKILLS AND EXPLORE NEW ONES.

EXAMPLE

A DEVELOPMENTAL SPECIALIST WORKS WITH FAMILY MEMBERS TO FIND RESOURCES TO MODIFY THEIR HOME SO THEIR CHILD WHO USES A WALKER CAN MOVE EASILY FROM PLACE TO PLACE.



PUTTING IT INTO PRACTICE



ENVIRONMENTAL ADAPTATIONS

CONSIDER THE BARRIERS THAT MAY BE PREVENTING A CHILD FROM FULLY PARTICIPATING IN AN ACTIVITY (E.G., NOT BEING ABLE TO REACH TOYS, HAVING DIFFICULTY USING AN OBJECT IN AN ACTIVITY)

WHEN POSSIBLE, USE THE LEAST-INTRUSIVE ADAPTATION ALONG WITH THE CHILD'S INTERESTS TO ENCOURAGE THEIR ENGAGEMENT IN LEARNING ACTIVITIES

OBSERVE THE CHILD TO DETERMINE HOW WELL THE ADAPTATION PERMITS ACCESS TO AND PARTICIPATION IN LEARNING ACTIVITIES AND REMEMBER IT MAY TAKE A FEW ATTEMPTS TO FIND WHAT WORKS!

QUESTIONS FOR REFLECTION:

HOW IS THE CHILD CURRENTLY PARTICIPATING IN THE ACTIVITY?

HOW COULD THE CHILD BE MORE OR DIFFERENTLY ENGAGED IN THE ACTIVITY?

WHAT CHANGES CAN SUPPORT OR INCREASE THE CHILD'S PARTICIPATION IN LEARNING ACTIVITIES?

COULD I ADAPT THE ROOM, A TOY OR OBJECT, INSTRUCTIONS, SCHEDULE, ETC.?

RESOURCES

DEC RECOMMENDED
PRACTICES

BARTON LAB RESOURCES
FOR PRACTITIONERS

ECTA PRACTICE
IMPROVEMENT TOOLS